

Australian International School. Singapore
Program of Inquiry, 2013

	An inquiry into Who we are	An inquiry into Where we are in place and time	An inquiry into How we express ourselves	An inquiry into How the world works	An inquiry into How we organize ourselves	An inquiry into Sharing the planet
	<i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; our rights and responsibilities; what it means to be human.</i>	<i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and interconnectedness of individuals and civilizations, from local and global perspectives.</i>	<i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation for the aesthetic.</i>	<i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</i>	<i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision making; economic activities and their impact on humankind and the environment.</i>	<i>An inquiry into rights and responsibilities in the struggle to share finite resources with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</i>

Pre-school Younger group	<p>An inquiry into nature of the self and human relationships including families</p> <p>Central Idea An awareness of identity helps us to appreciate ourselves and others</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Physical, social and emotional characteristics Special people in my life Recognizing and appreciating similarities and differences between myself and others <p>Concepts</p> <ul style="list-style-type: none"> Connection Form <p>Related concepts Subject Focus: <u>PSPE</u>, Science, Social Studies</p> <p>Overview This unit provides students with the opportunity to develop an awareness of self. They will investigate the emotional, social and physical characteristics that make people unique. They will be able to identify and describe their own family structure and compare and contrast this with others. The students will discuss the special people in their lives, in particular those within an international setting, when relatives are not always accessible, e.g. helpers, friends etc.</p>		<p>An inquiry into the ways in which we express ideas and feelings</p> <p>Central Idea We express our feelings through our actions</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> People have feelings People express themselves in different ways Responding to others feelings <p>Concepts</p> <ul style="list-style-type: none"> Form Reflection Perspective <p>Related Concepts Subject Focus: <u>PSPE</u>, The Arts (Visual Art, Drama, Music)</p> <p>Overview During this unit, students identify a range of feelings and emotions and connect these to daily interactions and events. The students will be able to reflect on their own feelings, forms of expression and responses, and develop strategies to support their interactions with others. Students can explore ways to share their feelings through various medium and forms of communication.</p>	<p>An inquiry into the interaction between the natural world and human societies</p> <p>Central idea: Weather patterns affect the choices people make.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> How temperature affects the weather How seasons affect the weather How the choices we make depend on the weather <p>Concepts</p> <ul style="list-style-type: none"> Change Causation <p>Related Concepts Subject Focus: <u>PSPE</u>, Science, Social Studies</p> <p>Overview This unit provides students with the opportunity to learn about their personal interaction with the weather. They will inquire into ways in which we know about the weather, including weather patterns and seasons, and recognize ways in which to record the weather, such as using a barometer. The students will be able to identify ways in which to prepare for the weather including the use of clothing and equipment</p>		<p>An inquiry into our responsibility for living things and our relationship with them.</p> <p>Central Idea Animals and people interact in different ways in different contexts.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> The different roles animals play in people's lives Suitability of particular animals for specific functions Our responsibility for the well-being of animals. <p>Concepts</p> <ul style="list-style-type: none"> Connection Responsibility Function <p>Related Concepts Subject Focus: Science, <u>PSPE</u></p> <p>Overview This unit invites students to explore the various interactions human have with animals, and the specific roles animals have in humans' lives. They can consider the benefits of animal interactions and recognise ways in which people can act responsibly when caring for animals. They will learn about the world around them by exploring how animals have specific functions in different locations.</p>

Science	<ul style="list-style-type: none"> Living Things 			<ul style="list-style-type: none"> Earth and Space 		<ul style="list-style-type: none"> Living Things
Social Studies	<ul style="list-style-type: none"> Social Organisation and Culture Continuity and change through time 			<ul style="list-style-type: none"> Human and Natural Environments 		
PSPE	<ul style="list-style-type: none"> Interactions Identity 		<ul style="list-style-type: none"> Identity Interactions 	<ul style="list-style-type: none"> Interactions 		<ul style="list-style-type: none"> Interactions
Drama			<ul style="list-style-type: none"> Drama 			

Preschool Older Group	<p>An inquiry into human relationships, communities and responsibilities, the nature of the self, human relationships, communities and responsibilities</p> <p>Central Idea People develop a sense of belonging by taking on roles and responsibilities within groups.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • The groups people belong to • Roles and responsibilities • The importance of belonging <p>Concepts</p> <ul style="list-style-type: none"> • Connection • Responsibility • Function <p>Related Concepts</p> <p>Subject Focus: <u>PSPE</u>, Social Studies</p> <p>Overview of unit This unit provides students with the opportunity to explore their place in a group context. By investigating different groups, they will establish an understanding of roles and responsibilities as well as the benefits of being involved in a group.</p>	<p>An inquiry into orientation in place and time; journeys, discoveries and explorations</p> <p>Central Idea Journeys can lead to new experiences and opportunities</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • The types of journeys people make • The choices, decisions and planning involved in making a journey • Changes and opportunities provided by journeys <p>Concepts</p> <ul style="list-style-type: none"> • Form • Change • Function <p>Related Concepts</p> <p>Subject Focus: Social Studies</p> <p>Overview of unit This unit has been designed to support students in their transition to Preparatory schooling. By exploring a range of journeys people make, the students will understand how new experiences and opportunities can result from journeys, and recognize that change can be part of the journey. ‘People and places that you discover along a journey’ is incorporated into the third line of inquiry. This unit helps the students in their development of risk-taking and supports them in becoming familiar with a wider schooling environment.</p>	<p>An inquiry into the ways in which we discover and express ideas and extend and enjoy our creativity; our appreciation of the aesthetic</p> <p>Central Idea Through The Arts we express our ideas and come to new understandings</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The Arts • How the Arts makes use of materials • communicating ideas through The Arts <p>Concepts</p> <ul style="list-style-type: none"> • Form • Perspective • Reflection <p>Related Concepts</p> <p>Subject Focus: <u>PSPE</u>, The Arts (Drama, Visual Art, Music)</p> <p>Overview This unit can be a year-long unit that encompasses the Art Exhibition. Students can explore all components of The Arts (Dance, Drama, Visual Arts, Music) and, when focusing on the third line of inquiry, consider communication of the Arts through both Art strands; <i>creating</i> and <i>responding</i>. Students will have the opportunity to experiment with a range of materials when creating forms of Art.</p>	<p>An inquiry into the natural world and its laws; the interaction between the natural world and human societies</p> <p>Central Idea Water can be found in a variety of places and can be used in different ways</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Water sources in the environment • States of water • Uses of water • Responsible use of water <p>Concepts:</p> <ul style="list-style-type: none"> • Form • Change • Causation <p>Related Concepts</p> <p>Subject Focus: Science, Social Studies, <u>PSPE</u></p> <p>Overview This unit provides students with the opportunity to explore the diversity of water forms, sources and uses. This practical unit allows students to discover the states of water and make connections between this and its uses. Water sources will include both underground and above ground.</p>		
Science				<ul style="list-style-type: none"> • Materials and Matter • Earth and Space • Living Things 		

Social Studies	<ul style="list-style-type: none">Human systems and economic activitiesSocial organization and culture	<ul style="list-style-type: none">Continuity and change through timeSocial organization and culture		<ul style="list-style-type: none">Resources and the environment		
PSPE	<ul style="list-style-type: none">IdentityInteractions		<ul style="list-style-type: none">IdentityInteractions	<ul style="list-style-type: none">Interactions		
The Arts- Drama/ Dance			<ul style="list-style-type: none">DramaDance			

Preparatory	<p>An inquiry into human relationships, families, friends and the nature of self; mental and social health</p> <p>Central Idea Relationships require nurturing in order to develop and be maintained</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • The benefits of friendship • The challenges within relationships • Attitudes and behaviours that foster healthy relationships <p>Concepts</p> <ul style="list-style-type: none"> • Causation • Responsibility • Reflection <p>Related Concepts</p> <p>Subjects PSPE, Language, Social Studies</p> <p>Overview This unit provides students with the opportunity to develop skills and strategies to make and keep friends and participate in healthy relationships with all age groups. Students will learn about the behaviours, attitudes and skills necessary to deal with a variety of interactions including conflict. Positive communication, compromise and rebuilding relationships can be addressed. The above aspects could be explored through the dramatic arts. The PSPE strands of <u>Identity</u> and <u>Interactions</u> are an integral part of this unit.</p>	<p>An inquiry into orientation in time; personal histories</p> <p>Central Idea Learning about previous generations helps people understand the relationship between the past and the present</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Ways to find out about the past • Family history • Why some behaviours and practices have changed or remained the same over time <p>Concepts</p> <ul style="list-style-type: none"> • Causation • Change • Reflection <p>Related Concepts</p> <p>Subjects The Arts (Visual Arts), <u>PSPE</u>, Language, Social Studies, Mathematics</p> <p>Overview This unit provides students the opportunity explore their family origins. They will be able to make comparisons between now and past generations. Students can focus on particular aspects of life, such as hobbies and toys, entertainment, schooling, holidays and experiences; recognizing the differences as well as the similarities across time. There is a particular focus on the way in which family histories are documented and passed down.</p>	<p>An inquiry into the ways in which we discover and express ideas, feelings, nature, and extend and enjoy our creativity</p> <p>Central Idea Language empowers people to express their understandings, ideas and perspectives</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Forms of language • Creating through language • Responding through language <p>Concepts</p> <ul style="list-style-type: none"> • Form • Perspective <p>Related Concepts</p> <p>Subjects The Arts (Music, Drama), Mandarin, Language, Social Studies</p> <p>Overview This unit will be a yearlong unit, providing time and opportunity for students to engage in a range of language experiences that enhance the development of reading, writing, listening, speaking, viewing and presenting. Students are equipped with the strategies and skills that lead to positive language routines and behaviours. Students explore a range of literature to develop interest and motivation, and learn to make informed selections regarding what they read view, listen to and write. <u>Drama</u> is a significant way in which students can experience creating and responding to Language.</p>	<p>An inquiry into: the natural world and human societies; how humans use their understanding of scientific principles</p> <p>Central Idea Societies make varying choices about the ways in which to use materials</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Different materials and their unique properties • The availability of materials • The adaption and use of materials <p>Concepts</p> <ul style="list-style-type: none"> • Form • Function • Connection <p>Related Concepts</p> <p>Subjects The Arts (Music), Language, Science, Mathematics</p> <p>Overview This unit builds a strong a foundation for learning through the Science strand, Materials and Matter. Through the three states, the characteristics and uses of materials can be explored. By investigating the ways in which materials are used in certain locations, students will develop an understanding of how people use materials to suits needs and purposes. They will be exposed to the way in which people source materials and use what is available to them.</p>	<p>An inquiry into the interconnectedness of human-made systems and communities</p> <p>Central Idea Products go through a process before they are consumed or used</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • The origins of products • The process and distribution of products • How people select the products that we use <p>Concepts</p> <ul style="list-style-type: none"> • Change • Connection • Function <p>Related Concepts</p> <p>Subjects Mandarin, Language, Mathematics</p> <p>Overview This unit provides students with the opportunity to understand the process and distribution of products. They will be able to explain how products evolve from original sources, and will be involved in sorting and classifying these products. They can explore the choices people make when selecting products. This unit supports students in participating in real life experiences as producers, distributors and consumers.</p>	<p>An inquiry into communities and the relationships within and between them</p> <p>Central Idea Plants sustain life on Earth and are a vital part of ecosystems.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • The diversity of plant life • How plants contribute to life on Earth • The relationships between plants and living things <p>Concepts</p> <ul style="list-style-type: none"> • Form • Connection • Causation <p>Related concepts</p> <p>Subjects Language, Science, Social Studies, <u>PSPE</u></p> <p>Overview This unit provides students with the opportunity to explore plant life in their local context but also in a range of habitats (marine plants, canopies etc). They will build an understanding of the interdependence between plants and others living things. The students can investigate living things that have unique relationships with plants, such as invertebrates and bird life as well as making connections between plants and the sustainability of life on Earth. The PSPE Strand, <u>Interactions</u> is incorporated through caring and appreciating the environment.</p>
	Science			<ul style="list-style-type: none"> • Materials and Matter 		<ul style="list-style-type: none"> • Living Things

Social Studies	<ul style="list-style-type: none"> Social Organisation and Culture 	<ul style="list-style-type: none"> Continuity and change through time 	<ul style="list-style-type: none"> Social Organisation and Culture 		<ul style="list-style-type: none"> Human systems and economic activities Resources and the Environment 	<ul style="list-style-type: none"> Human and natural environments
PSPE	<ul style="list-style-type: none"> Identity Interactions 	<ul style="list-style-type: none"> Identity 		<ul style="list-style-type: none"> Interaction 		<ul style="list-style-type: none"> Interactions
The Arts- Drama/ Dance	<ul style="list-style-type: none"> Drama 		<ul style="list-style-type: none"> Drama 			
Mathematics		<ul style="list-style-type: none"> Number: Whole Number, sequencing, counting in decades Measurement: Time 		<ul style="list-style-type: none"> Shape and Space: Classifying objects, 2D, 3D, symmetry, transformation 	<ul style="list-style-type: none"> Data Handling: Collecting and graphing the data of products (origins) Measurement: Money 	

Year One	<p>An inquiry into personal, physical, mental, social and spiritual health</p>	<p>An inquiry into personal histories; relationship between and interconnectedness of individuals and civilisations from local and global perspectives.</p>	<p>An inquiry into the ways in which we discover and express ideas feelings, nature, culture, beliefs and values, and extend and enjoy our creativity.</p>	<p>An inquiry into the natural world and its laws; how human use their understanding of scientific principles</p>	<p>An inquiry into the interconnectedness of human-made systems and communities; societal decision-making</p>	<p>An inquiry into communities and the relationships within and between them; peace and conflict resolution</p>
	<p>Central Idea The choices people make affect their health and well being</p>	<p>Central Idea Homes reflect cultural influences and local conditions</p>	<p>Central Idea Stories can engage the audience and communicate meaning and emotions.</p>	<p>Central Idea People apply their understanding of forces and energy to invent and create</p>	<p>Central Idea A community relies on specific roles in order to function effectively</p>	<p>Central Idea People's attitudes and actions contribute to creating peaceful environments</p>
	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> • what it means to have a balanced lifestyle • how the choices we make affect our health • how information influences the choices people make 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> • What constitutes a home • how homes reflect family values and culture • factors that determine how and where people live • materials used to build homes 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> • The feelings and emotions that stories evoke • common values and beliefs expressed in stories • how stories are created and shared • how to construct an effective story 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> • the use of forces and energy in everyday life • how simple machines work • the process of design 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> • The features of a community • The roles within a community • How roles are interconnected 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> • What it means to be peaceful • The challenges to peace • How we create a peaceful environment
	<p>Concepts</p> <ul style="list-style-type: none"> • Causation • Responsibility • Change 	<p>Concepts</p> <ul style="list-style-type: none"> • Connection • Form • Perspective 	<p>Concepts</p> <ul style="list-style-type: none"> • Form • Connection • Perspective 	<p>Concepts</p> <ul style="list-style-type: none"> • Form • Function • Reflection 	<p>Concepts</p> <ul style="list-style-type: none"> • Form • Function • Connection 	<p>Concepts</p> <ul style="list-style-type: none"> • Causation • Perspective
	<p>Related Concepts</p>	<p>Related Concepts</p>	<p>Related Concepts</p>	<p>Related Concepts</p>	<p>Related Concepts</p>	<p>Related concepts</p>
	<p>Subjects <u>PSPE</u>, Mandarin, Mathematics, Science, Language</p>	<p>Subjects The Arts (Visual Arts), Language, Mathematics, Science, Social Studies</p>	<p>Subjects The Arts (Visual Arts, Music, Drama), Mandarin, Social Studies, Language</p>	<p>Subjects Science, Social Studies, Language, Mathematics</p>	<p>Subjects <u>PSPE</u>, The Arts (Music), Social Studies, Language</p>	<p>Subjects <u>PSPE</u>, Social Studies, Language</p>
	<p>Overview This unit provides students with the opportunity to explore health through nutrition, exercise, safety, well-being and hygiene. Students can reflect on their own routines and consider the consequences of choices people. Students can gather information from a variety of resources including, practitioners, pamphlets, adverts and events. Students will develop be a foundation of knowledge about the way in which the body works.</p>	<p>Overview This unit provides students with the opportunity to explore how people live around the world. Through investigating various locations, they can identify the influences on homes and lifestyles. This unit is to be a balance of research and practical experiences, where students can explore the local environment and beyond, and construct models of homes to understand the technology and materials used.</p>	<p>Overview This unit is designed to incorporate all aspects of storytelling from texts, <u>performance</u>, image, song and aural forms. The students are able to identify the purpose and messages behind various stories as well as inquiring into and experimenting with the structure and literary techniques of stories. Students will have the opportunity to respond to what they read, view and hear, sharing feelings and ideas about various stories.</p>	<p>Overview This unit provides students with a strong foundation in the Science strand; Forces and Energy. This practical unit supports students in working through the design process to set goals, design, create, test and improve on their design. Push, Pull, Gravity, Friction are the scientific concepts for exploration. Students can make connections to the world around them by investigating the seven simple machines.</p>	<p>Overview This unit provides students with the opportunity to understand how communities function and the varying roles found within them. Students will learn about the purpose of key roles in a community and ways that these roles are interdependent. They will be able to compare various communities. In order to understand how communities function effectively, they will consider challenges and situations communities face. Rules and responsibilities within a community can also be addressed.</p>	<p>Overview This unit can be a shorter unit that celebrates peace in our own communities and beyond. The students explore what it feels like to be peaceful and ways in which their actions can contribute to peace. Students will be provided with the opportunity practice conflict resolution in order to reach peaceful conclusions. Students may utilise various forms of expression, including <u>dance and drama</u>, to articulate their feelings about peace.</p>

Science	<ul style="list-style-type: none"> Living Things 	<ul style="list-style-type: none"> Living Things Earth and Space 		<ul style="list-style-type: none"> Forces and Energy 		
Social Studies		<ul style="list-style-type: none"> Human and natural environment Resources and the environment Social organization and culture 	<ul style="list-style-type: none"> Social Organisation and Culture 	<ul style="list-style-type: none"> Continuity and change through time 	<ul style="list-style-type: none"> Human Systems and Economic activities Social organization and culture 	<ul style="list-style-type: none"> Social organization and Culture Continuity and change through time
PSPE	<ul style="list-style-type: none"> Active Living 				<ul style="list-style-type: none"> Interactions 	<ul style="list-style-type: none"> Interactions
The Arts- Dance/ Drama	<ul style="list-style-type: none"> Dance 		<ul style="list-style-type: none"> Drama 			<ul style="list-style-type: none"> Dance Drama
Mathematics	<ul style="list-style-type: none"> Data Handling: surveying, collecting and graphing data for nutrition and exercise 	<ul style="list-style-type: none"> Shape and Space: 2D and 3D shapes in homes, Measurement: Area, Length, estimating, comparing and measuring space and materials 		<ul style="list-style-type: none"> Measurement: Mass, Weight, Distance, Time Data Handling: Recording results, drawing conclusion 		

Year 2	<p>An inquiry into nature of self, values, responsibilities, what it means to be human</p> <p>Central Idea An awareness of who we are and how we think informs our learning and development</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • The characteristics of self • How people think creatively and critically • Different learning styles and capabilities • My responsibility as a learner <p>Concepts</p> <ul style="list-style-type: none"> • Form • Reflection • Responsibility <p>Related Concepts</p> <p>Subjects The Arts (Visual Arts), <u>PSPE</u>, Mandarin, Language, Social Studies</p> <p>Overview This unit provides students with the opportunity to understand their personality, learning styles, attitudes and capabilities. They will inquire into the functions of the brain and its parts which help in their development. Thinking skills and routines can be focused upon, including the use of graphic organisers. Students can participate in creative and critical thinking experiences to further develop an understanding of self. Students can learn to set goals, praise their own strengths and understand their potential. This unit has a significant focus on the PSPE strand; <u>Identity</u>.</p>	<p>An inquiry into orientation in place and time; the interconnectedness of individuals and civilizations, from local and global perspectives</p> <p>Central Idea The exploration of locations provides evidence of people’s lives, past and present</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Sources of information about place and time • The unique features of various locations • Life in various locations • How we form a perspective about peoples’ lives <p>Concepts</p> <ul style="list-style-type: none"> • Form • Causation • Reflection <p>Related Concepts</p> <p>Subjects <u>PSPE</u>, The Arts (Music), Mathematics, Language, Social Studies</p> <p>Overview This unit encourages students to explore their local environment and develop a perspective of life, past and present. They will gather evidence to become knowledgeable about lifestyles in various locations, and compare how life and location are connected. Students will be able to select locations that have a personal connection and share this specific knowledge with others. Landmarks can be identified. Through the concept of reflection, students will identify a range of ways to learn about location. Mathematical understanding can be developed through exploring position.</p>	<p>An inquiry into the ways in which we discover and express ideas, feelings, nature and culture. The ways in which we extend and enjoy our creativity; our appreciation of the aesthetic</p> <p>Central Idea By exploring the elements of light and sound people create new forms of expression</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • How light and sound can be manipulated • The artistic use of light and sound • The significance of using light and sound <p>Concepts</p> <ul style="list-style-type: none"> • Form • Perspective • Function <p>Related Concepts</p> <p>Subjects The Arts (Visual Arts, Music, Drama), Science, Language</p> <p>Overview This unit provides students with the opportunity to explore the elements of light and sound. Students will be able to discover ways in which sound and light are created and manipulated as well as observing how the use of different materials and technologies create different effects. They will be able to connect this knowledge to the ways in which people use light and sound as forms of expression. This unit complements learning through The Arts and students can explore light and sound within performance and within visual art.</p>	<p>An inquiry into the interaction between the natural world and human societies; the impact of scientific and technological advances on society and on the environment</p> <p>Central Idea Human survival is connected to understanding the changing nature of Earth</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Geological changes • How and why Earth changes • Human response to Earth’s changes <p>Concepts</p> <ul style="list-style-type: none"> • Causation • Connection • Change <p>Related Concepts</p> <p>Subjects Science, Language, Social Studies, Mathematics <u>PSPE</u></p> <p>Overview This unit provides students with the opportunity to explore Earth’s core, surface and atmosphere, and the factors that create change within these. This will include natural phenomena and human impact. The students will consider this from a Science based point of view, considering geological and climatic changes as well as from a Social Studies perspective, by inquiring into human behaviours and responses to these changes.</p>	<p>An inquiry into the interconnectedness of human made systems and communities; societal decision-making ; economic activities</p> <p>Central Idea Communities develop transportation systems in an attempt to meet their needs</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • The features of transportation systems • Transportation issues communities face • How and why systems of transport change <p>Concepts</p> <ul style="list-style-type: none"> • Function • Connection <p>Related concepts</p> <p>Subjects Science, Language, Social Studies, <u>PSPE</u></p> <p>Overview: This unit provides students the opportunity to inquire into a system that has evolved in a range of ways over time and varies across locations. The students will be able to inquire into transport on land, sea and air, for both people and cargo, for transporting individuals and the masses. They will be able to interpret and create maps, schedules and routes. The students can use Singapore as a case study before inquiring into systems unique to specific global locations. hey will identify the issues communities face regarding transportation and make suggestions for the future.</p>	<p>An inquiry into rights and responsibilities in the struggle to share finite resources; communities and the relationships within and between them</p> <p>Central Idea People interact with, use and value their local environment in different ways</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • How humans use the local environment • Actions that harm the environment • The ways in which people care for the environment <p>Concepts</p> <ul style="list-style-type: none"> • Causation • Responsibility <p>Related concepts</p> <p>Subjects <u>PSPE</u>, Science, Social Studies, Language</p> <p>Overview During this unit, students learn about the ways in which to become responsible citizens who care for the environment. They will able to identify the ways in which people use their environment and what responsible actions are necessary for this to be environmentally sustainable. Strategies to be included are recycling, reusing and reducing. Students can reflect on challenges faced by communities, particularly their own, and identify systems and actions which sustain or improve the environment.</p>
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Science			<ul style="list-style-type: none"> Forces and Energy Materials and Matter 	<ul style="list-style-type: none"> Earth and Space 	<ul style="list-style-type: none"> Forces and Energy 	<ul style="list-style-type: none"> Living Things
Social Studies	<ul style="list-style-type: none"> Social organisations and culture 	<ul style="list-style-type: none"> Continuity and Change through Time Social Organisation and Culture Human and natural environment 		<ul style="list-style-type: none"> Human and Natural Environment 	<ul style="list-style-type: none"> Human Systems and Economic Activities Continuity and Change through Time Resources and the Environment 	<ul style="list-style-type: none"> Resources and the Environment Human and Natural Environment
PSPE	<ul style="list-style-type: none"> Identity 		<ul style="list-style-type: none"> Interactions 			<ul style="list-style-type: none"> Interactions
The Arts- Dance/ Drama			<ul style="list-style-type: none"> Drama 			
Mathematics		<ul style="list-style-type: none"> Shape and Space: Position in Space- Directions, Mapping, Coordinates (Google Earth) Measurement: Area and Perimeter 		<ul style="list-style-type: none"> Measurement: Temperature, Units of Measurement, Reading and Interpreting scales and systems of measurement Data Handling: Chance 	<ul style="list-style-type: none"> Measurement: Constructing schedules, Dates and Times; Distance 	<ul style="list-style-type: none"> Data Handling: Collecting and Organising Data

Year 3	<p>An inquiry into personal, physical, and mental health; what it be to be humans</p>	<p>An inquiry into orientation into place and time; the relationship between and interconnectedness of civilisations; discoveries</p>	<p>An inquiry into the ways in which we express beliefs, culture and values; the ways in which we extend and enjoy our creativity; our appreciation of the aesthetic</p>	<p>An inquiry into the interaction between the natural world and its laws (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society</p>	<p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations</p>	<p>An inquiry into living things and the relationships within and between them; the struggle to share finite resources with other people and other living things</p>
	<p>Central Idea The interactions between human body systems contribute to health and survival</p>	<p>Central Idea Evidence of past civilisations can be used to make connections to present day</p>	<p>Central Idea People create opportunities to express culture, beliefs and values</p>	<p>Central Idea Earth is a part of a complex universe which humans continue to explore</p>	<p>Central Idea Organisations form to meet human needs and solve problems</p>	<p>Central Idea Humans make choices that have an impact on living things and natural habitats</p>
	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Body systems and how they work • How body systems are interdependent • The impact of lifestyle choices on the body 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Characteristics and locations of civilizations • Connections between past and present • Processes involved in collecting, analyzing validating evidence 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Festivals, celebrations, rituals and traditions • Forms of expression within special events • The planning and preparation of special events 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Characteristics of Planet Earth • The interconnectedness of celestial bodies in space • How and why the universe is explored 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> • The purpose of organisations • The structure and function of organisations • Ways people contribute to organisations 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Cycles and systems within habitats • Factors that threaten living things and their habitats • The struggle between rights and responsibilities when interacting with natural habitats
	<p>Concepts:</p> <ul style="list-style-type: none"> • Function • Connection • Responsibility 	<p>Concepts</p> <ul style="list-style-type: none"> • Form • Change • Reflection 	<p>Concepts</p> <ul style="list-style-type: none"> • Perspective • Form • Function 	<p>Concepts:</p> <ul style="list-style-type: none"> • Form • Connection • Reflection 	<p>Concepts</p> <ul style="list-style-type: none"> • Function • Responsibility • Causation 	<p>Concepts</p> <ul style="list-style-type: none"> • Responsibility • Connection • Perspective
	<p>Related Concepts:</p>	<p>Related Concepts</p>	<p>Related Concepts</p>	<p>Related Concepts</p>	<p>Related Concepts</p>	<p>Related concepts</p>
	<p>Subjects <u>PSPE</u>, Science, Language,</p>	<p>Subjects The Arts (Music), <u>PSPE</u>, Language, Science, Social Studies, Mathematics</p>	<p>Subjects <u>PSPE</u>, The Arts (Music), Language, Social Studies, Mathematics, Mandarin</p>	<p>Subjects The Arts (Music, Visual Arts), Social Studies, Mathematics,</p>	<p>Subjects Social Studies, Language, <u>PSPE</u>, Mandarin</p>	<p>Subjects The Arts (Visual Arts), Science, Social Studies, <u>PSPE</u></p>
	<p>Overview This unit provides students with the opportunity to explore how the body functions. Through a range of visual aids and models, the students will be able to observe and explain the characteristics of body systems. Through practical experiences the students will make connections between elements such as heart rate and exercise, artery condition and fat intake, calcium and bone development etc. Conceptually, the students can also make connections between the body systems and other systems created by humans.</p>	<p>Overview This unit provides students with the opportunity to discover the ancient past. They can define the term ‘civilisation’ and make connections between civilisations, and contemporary society. Students can explore the influences from the past on life today and recognize how both societies and technologies evolve over time. Students will be exposed to dates, timelines and maps that reinforce the concepts of time and location. They can investigate how people learn about the past, identifying significant evidence.</p>	<p>Overview This unit provides students with the opportunity to explore beliefs, cultures and values, through the study of special events. This unit emphasises the home-school relationship, addressing family values and identifying the purpose and benefits of creating opportunities to celebrate and share. They will be able to use their senses to interpret, describe and participate in special events. This unit has been designed to culminate with the students creating a special event for their family, peers or buddy class.</p>	<p>Overview This unit provides students with the opportunity to explore Earth as a planet, as well as other celestial bodies of the universe. By exploring Earth’s rotation, light and dark, seasons and tides, eclipses, atmosphere and Earth’s place in space, students will understand Earth’s interconnectedness with the Universe. Velocity, impact, gravity, and orbiting are scientific concepts to also be explored. Students will develop curiosities to frame personal inquiries about Space, and recognize the changing ways in which humans explore and learn about the Universe. They can be challenged by questions such as ‘Should we explore Space’?</p>	<p>Overview This unit provides students with the opportunity to understand why organisations form and how they function. Through the line of inquiry, ‘purpose of organisations’, students can explore the human needs, wants and issues that are responded to by organisations. These can incorporate sports organisations, non-profit organisations, learning organisations, as well as those which help humans and animals in crisis or need. Local and global contexts are to be investigated.</p>	<p>Overview This unit provides students with opportunity to explore living things within their natural habitats, identifying the importance of balance in nature. They will investigate the influences that lead to animal and habitat endangerment and explore the possible solutions for protecting and sustaining the natural world.</p>

Science	<ul style="list-style-type: none"> Living Things 	<ul style="list-style-type: none"> Forces and Energy 		<ul style="list-style-type: none"> Earth and Space Forces and Energy 		<ul style="list-style-type: none"> Living Things
Social Studies		<ul style="list-style-type: none"> Continuity and Change Through Time Social Organisation and Culture 	<ul style="list-style-type: none"> Social organization and culture 	<ul style="list-style-type: none"> Continuity and Change Through Time 	<ul style="list-style-type: none"> Social Organisation and Culture Resources and the Environment Human Systems and economic activities 	<ul style="list-style-type: none"> Resources and the Environment Continuity and Change Through Time
PSPE	<ul style="list-style-type: none"> Active Living 		<ul style="list-style-type: none"> Interactions Identity 		<ul style="list-style-type: none"> Interactions 	<ul style="list-style-type: none"> Interactions
The Arts- Dance/ Drama			<ul style="list-style-type: none"> Dance 			
Mathematics	<ul style="list-style-type: none"> Data Handling: Recording and analyzing data Number: Whole and part numbers, patterns in numbers 	<ul style="list-style-type: none"> Data Handling collecting evidence and interpreting data Shape and Space: Position, Coordinates and Maps Measurement: Times and Dates 	<ul style="list-style-type: none"> Shape and Space: Geometrical patterns, symmetry tessellation, 	<ul style="list-style-type: none"> Number: Whole Numbers and Decimals Measurement: Mass, Distance 		

Year 4	<p>An inquiry into self, beliefs and values, relationships including families, communities and cultures; what it means to be human</p>	<p>An inquiry into the discoveries, explorations and migrations of humankind</p>	<p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values, the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p>	<p>An inquiry into how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment</p>	<p>An inquiry into societal decision-making; interconnectedness of human made systems and communities; economic activities</p>	<p>An inquiry into the rights and responsibilities in the struggle to share finite resources.</p>
	<p>Central Idea Cultures, beliefs and values can be reflected in the way in which people live</p>	<p>Central Idea Exploration leads to discoveries, opportunities and challenges</p>	<p>Central Idea Different genres represent peoples experiences and interpretations of the world around them</p>	<p>Central Idea Investigating the states and properties of matter leads to new understandings about the world</p>	<p>Central Idea People become leaders for different reasons and have varying spheres of influence</p>	<p>Central Idea People can make choices to support the sustainability of the Earth's resources.</p>
	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> Defining culture Values and beliefs systems The extent to which cultures, beliefs and values influence people's lives 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> The nature of exploration Significant discoveries and explorations The challenges and consequences of colonisation and settlement 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> The different forms of genre How and why genres have been created Appreciation and critique of genres 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> The ways to predict, measure and explain states and properties of matter How matter changes Ways people manipulate matter for a particular purpose Issues related to the human use of matter 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> Styles and structures of leadership The motivation behind the actions of leaders Reasons people are influenced by leaders The impact of leadership 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> The Earth's finite resources and their use The impact of the use of finite resources on the environment the solutions that lead to sustainability
	<p>Concepts</p> <ul style="list-style-type: none"> Connection Perspective Reflection 	<p>Concepts</p> <ul style="list-style-type: none"> Change Perspective 	<p>Concepts</p> <ul style="list-style-type: none"> Form Perspective 	<p>Concepts</p> <ul style="list-style-type: none"> Reflection Change Causation 	<p>Concepts</p> <ul style="list-style-type: none"> Perspective Responsibility Function 	<p>Concepts</p> <ul style="list-style-type: none"> Reflection Perspective Responsibility
	<p>Related Concepts</p>	<p>Related Concepts</p>	<p>Related Concepts</p>	<p>Related Concepts</p>	<p>Related Concepts</p>	<p>Related Concepts</p>
	<p>Subjects <u>PSPE</u>, The Arts (Visual Arts), Social Studies, Science, Language, Mandarin</p>	<p>Subjects <u>PSPE</u>, Social Studies, Science, Mathematics</p>	<p>Subjects The Arts (Music, Visual Arts, Drama), Social Studies, <u>PSPE</u>, Mandarin</p>	<p>Subjects Science, Social Studies, Mathematics</p>	<p>Subjects <u>PSPE</u>, The Arts (Music) Social Studies</p>	<p>Subjects Science, Social Studies, <u>PSPE</u>, Mathematics</p>
	<p>Overview This unit provides students with the opportunity to explore, and then to develop, a respect and appreciation of beliefs, cultures and values. Student will inquire into religions of the world, recognizing similarities and differences in the way in which people respond to their beliefs. Investigating cultures and beliefs within Singapore will provide a primary resource for this unit. This unit supports students in understanding how people perceive and respond to the world in their own ways.</p>	<p>Overview This unit provides students with the opportunity to understand the motivation behind and purpose for exploration, throughout history and the present day. The students can learn about the forms of navigation used to explore. They can investigate the way exploration and discoveries have changed over time and predict explorations of the future. Through their focus on historical exploration, the students will understand the impact of colonisation and settlement, particularly on indigenous people.</p>	<p>Overview This unit provides students with the opportunity to explore genres found within The Arts and in Literature. They will develop an understanding of the creation and purpose behind genres, such as Myths and Legends and Science Fiction, Gospel and Flamenco music, Pop Art and Impressionism. With an understanding of different genres, students will be able make informed selections and justify what they listen to, read and view, and build and appreciation of music, art and literature.</p>	<p>Overview This unit provides students with the opportunity to explore how everything in their world is made up of varying forms of matter. After consolidating their understanding of states of matter, the students are extended by inquiring into the properties of matter and the ways in which physical and chemical change can occur. This unit is intended to be very practical, involving the combining and separating of materials including, filtering, evaporating, heating and mixing. The students can investigate the ways humans manipulate matter to suit different purposes (glass, wood, metal, gas) and understand that there are benefits and consequences regarding the use of matter.</p>	<p>Overview This unit provides students with the opportunity to understand how and why people become and are seen as leaders. They will be exposed to the varying forms of leadership including governance and political systems. This unit allows students to put their feet in the shoes of a leader, projecting a cause, belief, change or goal. Perspectives should be considered from the viewpoint of a leader, a follower, those being lead and those opposed. The sphere of influence can incorporate the school playground, a group, a community, a country or even a global influence.</p>	<p>Overview This unit provides students with the opportunity to explore how human demand is affecting the world's resources. It is important that the students classify finite resources, investigating minerals, metals, and other natural elements. Mining will be an integral part of this units' focus. Year 5 has an Energy unit which covers the technological advancement of energy production. This Year 4 unit can still address the use of fossil fuels as part of a variety of resources such as gold, limestone, minerals, timber, rubber etc. and focuses on the rate in which we use these resources and the issues around sustainability.</p>

Science	<ul style="list-style-type: none"> Living Things 	<ul style="list-style-type: none"> Earth and Space 		<ul style="list-style-type: none"> Materials and Matter Forces and Energy 		<ul style="list-style-type: none"> Living Things Earth and Space
Social Studies	<ul style="list-style-type: none"> Social Organisation and Culture 	<ul style="list-style-type: none"> Continuity and Change Through Time Human and Natural Environment Human Systems and Economic Activities Social Organisation and Structure 	<ul style="list-style-type: none"> Social Organisation and Culture 	<ul style="list-style-type: none"> Resources and the environment 	<ul style="list-style-type: none"> Human Systems and Economic Activities Continuity and Change Through Time Social Organisation and Culture 	<ul style="list-style-type: none"> Resources and the Environment Human and Natural Environments
PSPE	<ul style="list-style-type: none"> Identity Interactions 	<ul style="list-style-type: none"> Identity Interactions 	<ul style="list-style-type: none"> Identity 		<ul style="list-style-type: none"> Identity Interactions 	<ul style="list-style-type: none"> Interactions
The Arts Dance/Drama			<ul style="list-style-type: none"> Drama 			
Mathematics		<ul style="list-style-type: none"> Shape and Space: mapping, grids and coordinates, scales (ratios) Number: dates, timelines, centuries 		<ul style="list-style-type: none"> Data Handling: recording results Measurement: units of measurement, volume, capacity, mass, temperature 		<ul style="list-style-type: none"> Data Handling: collecting, displaying and interpreting data, range and scale Number: fractions, percentages, multiplication, whole numbers in real life situations

Year 5	<p>An inquiry into the nature of self, human relationships, friends, communities, rights and responsibilities</p> <p>Central Idea Understanding what it means to be human helps people to prepare for change in their lives</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • The changes that occur from childhood to adolescence • Transition and loss • Rites of passage <p>Concepts</p> <ul style="list-style-type: none"> • Change • Reflection <p>Related Concepts</p> <p>Subjects <u>PSPE</u>, Science, Social Studies, Language</p> <p>Overview This unit supports the transition of the Year 5 students beyond PYP. Current significant events and changes, such as graduation, puberty and farewells are integral to this unit, where students focus on the development of self. They will also explore the rites of passage and transitions experienced by others across cultures. Loss, such as, farewells to friends due to change of location will also be addressed. The students will use reflection to track their developments and change, and set goals for their future, within learning and beyond.</p>	<p>An inquiry into orientation onto pace and time; personal histories; migrations of humankind</p> <p>Central Idea Human migration is a response to peoples need or desire for change</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Reasons people migrate from one place to another • The challenges for immigrants and their new communities • The contribution of immigrants on communities • Migration patterns and destinations <p>Concepts</p> <ul style="list-style-type: none"> • Causation • Change <p>Related Concepts</p> <p>Subjects The Arts (Visual Arts, Music), Social Studies, <u>PSPE</u>, Mathematics, Language</p> <p>Overview During this unit, the students will explore the patterns, trends and motivations behind human migration. The statistical data provides students with the opportunity to develop a range of mathematical skills through an authentic context including interpreting data, working with patterns, mapping distances , position and pathways, and applying ratios, percentages and averages .The students will also learn the personal stories of migrants, both locally and globally as well as those relevant to the students own backgrounds.</p>	<p>An inquiry into the ways in which we discover and express ideas, beliefs and values</p> <p>Central Idea: Forms of media can influence people’s perception of events and issues</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Forms and purpose of media • Ways of interpreting an event or story • Strategies used within the media <p>Concepts</p> <ul style="list-style-type: none"> • Perspective • Causation • Reflection <p>Related Concepts</p> <p>Subjects Social Studies, <u>PSPE</u>, Language</p> <p>Overview This unit provides the students with the opportunity to develop an understanding of forms and styles of media. The unit will promote student awareness of the purpose and angle of what they read and decide what really is newsworthy using the following features: New, Local, Significant, Famous Conflict and Human Interest. The students will explore local issues and create ways to communicate the information and perspectives surrounding these issues to others. Students engage with various forms of media to learn about current issues and events.</p>	<p>An inquiry into how humans use their understanding of scientific principles; impact of scientific and technological advances on society and on the environment</p> <p>Central Idea Humans harness energy in different ways.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Different forms of energy • The ways energy is changed, stored and used • How science and technology is changing energy production <p>Concepts</p> <ul style="list-style-type: none"> • Form • Function • Change <p>Related Concepts</p> <p>Subjects Science, Social Studies, Language</p> <p>Overview This unit provides students with the opportunity to discover how energy plays an integral part in the lives of humans. The students will build their knowledge around topics such as circuits and systems, electricity, batteries, conductors and forms of renewable and non-renewable energy. Whilst this unit identifies the finite resources of fossil fuels, it has a main emphasis on the way energy is changed, stored and used, as well as the scientific and technological advances relating to energy.</p>	<p>An inquiry into the structure and function of organisations; economic activities and their impact on humankind and the environment</p> <p>Central Idea Goods and services can be created in response to entrepreneurial thinking and innovation</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • The structure and function of businesses • Understanding supply and demand • The design and development of goods and services <p>Concepts</p> <ul style="list-style-type: none"> • Reflection • Form • Connection <p>Related Concepts</p> <p>Subjects Mandarin, Language, Mathematics</p> <p>Overview This unit provides the students with the opportunity to understand how businesses begin, function and the influences on their success. The students will investigate the motivations behind starting a business and the ways in which people develop the skills and ideas necessary to sustain or build a business. The students can use case studies to construct knowledge about entrepreneurial thinking and action. They will develop a basic understanding of economics.</p>	<p>An inquiry into the access to equal opportunities; peace and conflict and the struggle to share finite resources</p> <p>Central Idea Children worldwide encounter a range of challenges, risks and opportunities</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Challenges, risks and opportunities that children encounter global and local • How children respond to challenges, risks and opportunities • Access to equal opportunity <p>Concepts</p> <ul style="list-style-type: none"> • Perspective • Causation • Responsibility <p>Related Concepts</p> <p>Subjects <u>PSPE</u>, Mandarin, Visual Arts, Music, Language</p> <p>Overview This unit has been tagged as the Exhibition. Students will be encouraged to think about the lives of children in various international and local contexts, provoked by the terms; challenges, risks and opportunities. Through student initiated learning, they will identify, investigate and provide possible solutions to real life issues related to children across the world.</p>
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Science	<ul style="list-style-type: none"> Living Things 			<ul style="list-style-type: none"> Forces and Energy 		
Social Studies	<ul style="list-style-type: none"> Continuity and Change through Time Social Organisation and Culture 	<ul style="list-style-type: none"> Continuity and Change through Time Social Organisation and Culture Human Systems and Economic Activities 	<ul style="list-style-type: none"> Social organization and culture 	<ul style="list-style-type: none"> Resources and the Environment Continuity and Change through Time 	<ul style="list-style-type: none"> Human systems and economic activity 	<ul style="list-style-type: none"> Resources and the Environment Continuity and Change through Time Social Organisation and Culture Human Systems and Economic Activities
PSPE	<ul style="list-style-type: none"> Identity Active Living 	<ul style="list-style-type: none"> Identity Interactions 	<ul style="list-style-type: none"> Interactions Identity 		<ul style="list-style-type: none"> Interactions 	<ul style="list-style-type: none"> Interactions
Drama	<ul style="list-style-type: none"> Dance 		<ul style="list-style-type: none"> Drama 			
Mathematics		<ul style="list-style-type: none"> Data Handling: statistical data – range, mode, median, mean Pattern and Function: representing and analyzing patterns; rules Number: whole number, fractions, decimals and fractions, real life situations – problem solving, mental and written strategies 			<ul style="list-style-type: none"> Data Handling: statistical data – range, mode, mean, median, interpreting and displaying data, databases Number: whole number, percentages, fractions and decimals, ratios 	